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ABSTRACT
                  This study represents a continuation of research efforts to
further refine the Attitudes & Beliefs on Classroom Control (ABCC) Inventory,
an instrument designed to measure teachers' perceptions of their classroom
management beliefs and practices. Data were collected utilizing the ABCC,
selected subscales of the 16 Personality Factor Questionnaire (16PF), and
demographics. The subject pool was composed of 154 certified high school
teachers employed by three high schools in two public school districts in the
southwest United States. The majority of the subjects were female (60
percent) and from urban school districts (74 percent). Rural teachers were
significantly more controlling and interventionist on the instructional
management subscale, which addresses aspects of classroom management such as
monitoring seatwork, structuring daily routines, and allocating materials.
Urban teachers were significantly more interventionist on the people
management subscale, which pertains to teachers' beliefs about students as
persons and what teachers do to enable them to develop. Differences on the
behavior management subscale, which includes providing feedback, commenting
on behavior, and giving directions, did not reach significance. No
significant differences by gender were found on any of the three ABCC
subscales. Evidently, the teaching setting is more of a factor than gender in
determining one's beliefs about classroom management style at the high school
level. Contains 25 references and 7 tables and figures. (Author/TD)

Running Head: Classroom Management

Beliefs Regarding Classroom Manageme $\therefore$ Style:
Differences Between Male & Female, Urban & Rural Secondary Level Teachers

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ABSTRACT

This study represents a continuation of research efforts to further refine the Attitudes & Beliefs on Classroom Control (ABCC) Inventory. Formerly titled the Inventory of Classroom Management Style, the ABCC is an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. The primary objective of this study was to investigate differences between the classroom management style of male and female and urban and rural secondary level educators. A second objective of the study was to further substantiate the construct validity of the ABCC Inventory.

Data were collected utilizing the ABCC, selected sub-scales of the 16 PF, and demographics. The subject pool was composed of 154 certified high school teachers employed by three public school districts in the southwest. The majority of the subjects were female (60%) and from urban school districts (74%).

Rural teachers scored significantly more interventionist on the Instructional Management sub-scale of the ABCC. Urban teachers scored significantly more interventionist on the People Management sub-scale. Several correlations with ABCC sub-scales and selected sub-scales of the 16 PF proved significant, were both positive and negative in direction and in keeping with the construct.

Beliefs Regarding Classroom Management Style:

Differences Between Male & Female, Urban & Rural Secondary Level Teachers

In the minds of teachers, classroom management is considered one of the most enduring and widespread problems in education (Johns, MacNaughton, & Karabinus, 1989; Long & Frye, 1989; Willower, Eidell, & Hoy, 1967). Although often used interchangeably, the terms *classroom management* and *discipline* are not synonymous. *Discipline* typically refers to the structures and rules for student behavior and efforts to ensure that students comply with those rules. *Classroom management*, on the other hand, is a broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. Thus, classroom management includes, but is not limited to, discipline concerns.

Withi a this study, classroom management was defined as a multi-faceted construct that includes three broad dimensions -- instructional management, people management, and behavior management. Dimension one, instructional management, includes monitoring seatwork, structuring daily routines, and allocating materials. The people management dimension pertains to what teachers believe about students as persons and what teachers do to enable them to develop. The third dimension, behavior management, includes providing feedback, commenting on behavior, and giving directions.

Wolfgang and Glickman (1980, 1986) conceptualized a framework to explain teacher beliefs toward discipline. Based on a combination of psychological interpretations, their continuum illustrates three approaches to classroom interaction--non-interventionist, interventionist, and interactionalist. The non-interventionist presupposes the child has an inner drive that needs to find its expression in the real world. Proponents of transactional analysis or Gordon's (1974) teacher effectiveness training are considered non-interventionists. At the opposite end of the continuum are interventionists--those who emphasize what the outer environment of people and objects does to the human organism to cause it to develop in its particular way. Traditional behavior modification provides the theoretical foundation for the interventionist's school of thought. The non-interventionist is the least directive and controlling,

while the interventionist is most controlling. Midway between these two extremes, interactionalists focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual. Interactionalists strive to find solutions satisfactory to both teacher and students, employing some of the same techniques as non-interventionists and interventionists. Theories developed by Alfred Adler, Rudolph Dreikurs, and William Glasser provide the framework for interactionalist ideology.

The assumption is that teachers believe and act according to all three models of discipline, but one usually predominates in beliefs and actions (Wolfgang & Glickman, 1980; 1986). Therefore, the application of these various theories emphasizes teacher behaviors that reflect the corresponding degrees of power possessed by student and teacher in all facets of classroom management. The primary objective of this study was to investigate differences between the classroom management style of male and female and urban and rural secondary level educators. A second objective of the study was to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, formerly titled the Inventory of Classroom Management Style (ICMS).

Because American schools vary a great deal in their complexity, it is important to examine them within context (Hannaway & Talbert, 1993). The size of a school and the community it serves interact to create vastly different school climates -- and each has their unique set of problems and advantages (Lomotey & Swanson, 1989; Roweton & Bare, 1990). On the surface, urban and rural schools would seem to be mirror images of each other. In fact, many of the strengths of urban schools are weaknesses of rural ones and vice versa. For example, urban schools are able to provide a richness and variety of curriculum often not available in smaller rural schools. Even when smaller schools DO offer a broad curriculum, individual students are likely to have problems in scheduling their courses since there may only be one section of each course available. In smaller schools, educators are likely to "wear more hats," teach outside their areas of expertise, and make lower salaries. Therefore, as Lomotey and Swanson (1989) explain rural areas are likely to be considered "training ground" for inexperienced teachers and administrators.

Simultaneously, the literature points out that educators in urban districts are likely to have higher levels of education and be more experienced than those in rural areas. However, many urban schools seem to lack a general sense of community typically enjoyed in rural schools (Lomotey & Swanson, 1989; Roweton & Bare, 1990). Corcoran et al. (1988) explains that many urban teachers want better relationships with their students but claimed their efforts were impeded by disciplinary problems, large class size, lack of time for individual interaction, busing policies, and lack of student participation in extracurricular activities. Rural schools, on the other hand, are typically characterized not only by a strong sense of community within the school itself, but also by a sense of being a part of the larger community and an extension of the family. Roweton and Bare's (1990) analysis of 77 U.S. high schools revealed smaller schools in rural communities experienced lower drop-out rates and graduated proportionally more students than their urban and suburban counterparts.

Although leadership in rural school districts has not been studied in depth, Lomotey and Swanson (1989) explain,

> The rural school is seen as an integral part of its community by the
> educating professionals, students, and other community members. School
> board members in most rural areas are elected and readily accessible to any
> member of the community. Because the school is one of the community's
> primary social and cultural centers, school activities are given extensive
> coverage in the local media. School athletic teams receive the attention
> given to professional teams in urban areas. The school band is an essential
> element in any community celebration. School plays and musical concerts
> are frequently the only cultural events taking place in the community. (p.
> 443)

Because of the differences in class size, general sense of community, teacher experience and/or education level, and teacher salaries, etc. it seems likely that urban and rural teacher's perceptions and beliefs regarding classroom management would vary.

The facets of classroom management may also vary as a function of the teacher's gender. Although there are a number of studies that consider how teachers differ in their responses to male and female students, few consider the *teacher's* gender in these interactions (VanOostendorp, 1991). Martin and Yin's (1997) recent research revealed significant differences between male and female teachers regarding their beliefs pertaining instructional management and behavior management. Similarly, related research indicates that a connection between the teacher's gender and classroom management is likely. Research consistently reveals that males are more likely to take control of conversation by choosing the topic, interrupting more, and speaking for longer duration (Grossman, 1990; Zaremba & Fluck, 1995). Women, on the other hand, are more likely to use helplessness as a way of influencing others (Johnson, 1976; Parsons, 1982). Girls are more polite and less competitive while boys tend to be more assertive, aggressive, and dominant than girls (Grossman, 1990).

Previous research points to the importance of teacher personality characteristics in the teaching-learning process. Significant relationships between personality characteristics and classroom management style have been found to be both positive and negative in direction and in keeping with expected patterns (Martin & Baldwin, 1993; Martin & Yin, 1997). Payne and Manning (1985) reported that student teachers who were judged by their supervising teachers and college supervisors to be more controlling and directive in classroom situations rated themselves as being bossy, assertive, leading, dominant, brave and aggressive on a personality measure. In addition, teachers who are likely to think of themselves as being competent and in control are more likely to be reflective, flexible, open, and empathetic (Richards, Gipe, Levitov, & Speaker, 1989). Research by Lyons (1984) demonstrated that teachers who are task- and management-oriented, organized, and time conscious are self-directed, intuitive, individualistic, and insensitive. Thus, personality characteristics and classroom management behaviors seem to be related in patterns that are understandable.

Research efforts to explore the effects of classroom management on instructional effectiveness and the educational environment are limited by the quality of instruments presently

available to measure the construct. Although there are two scales that measure teachers' approaches to discipline (Pupil Control Ideology, Willower, Eidell, & Hoy, 1967; Beliefs on Discipline Inventory, Wolfgang & Glickman, 1980, 1986), there is no instrument that addresses the broader concept of classroom management. This study is a continuation of previous research regarding the nature of classroom management styles (i.e.: Baldwin & Martin, 1994; Martin, Baldwin, & Yin 1995, Martin & Baldwin, 1994, 1993; Martin & Yin, 1997).

Methods & Procedures

Data were collected via the Attitudes and Beliefs on Classroom Control (ABCC) Inventory (formerly titled the Inventory of Classroom Management Style), selected sub-scales of the 16 Personality Factor Questionnaire (16PF), and demographics. The Attitudes and Beliefs on Classroom Control (ABCC) Inventory is designed to measure teachers' perceptions of their classroom management beliefs and practices, consists of 29 Likert format statements and includes three sub-scales: Instructional Management (14 items); People Management (9 items); Behavior Management (6 items). Reliability coefficients for the three sub-scales range from .82 to .65 (Martin & Yin ,1997). A four category response scale for each item was used (describes me very well, describes me usually, describes me somewhat, describes me not at all). Beliefs were classified on the continuum originally suggested by Wolfgang and Glickman (1980, 1986) that reflects the degree of teacher power over students. High scores indicate a more controlling, interventionist approach while lower scores are indicative of a less controlling belief.

The 16PF, Form A, consists of 170 forced-choice items designed to measure 16 dimensions of personality. However, not all dimensions were of interest in this study. Data were collected via 67 items regarding the following six factors: Dominance (E), Rule Consciousness (G), Abstractedness (M), Openness to change (Q1), Perfectionism (Q3), and Impression Management (IM). Each item scores 0, 1, or 2 and contributes to only one factor score (16PF Questionnaire, Administrator's Manual, 1994).

Subjects

Data were collected from 154 certified high school teachers employed by three high schools in two public school districts in the southwest. Two were large high schools located in an urban district; the other, small and rural. The majority of the subject pool was composed of teachers from urban school districts (74%) and female (60%). Unlike subject pools previously tapped in this line of research, this one was drawn directly from the public schools and not from university graduate level courses. Participants ranged in age from 23 to 63 with the average age of 41.7 years. Years' experience ranged from zero to 37 with a mean of 13.6 years. The subject pool was composed of 2% African-American, 1% Asian, 72% Caucasian, 23% Hispanic; 3% were of other ethnic origin.

The urban high schools tapped in this study represent two many located in a city with 13 school districts and a population of approximately 1.5 million. Both high schools are in the same district, have ethnically diverse enrollments of approximately 3,000 students and are located in relatively affluent areas of the city. The school district has 7 high schools and its own police department.

The rural high school has an enrollment of approximately 700 students and is located in a town of approximately 6,000 people. The community is geographically isolated as it is 45 miles from the nearest Interstate Highway and 120 miles from the nearest major city. There is no movie theater in the town; the nearest one is 45 miles away. The community is primarily Hispanic and blue-collar. The school district is the largest employer in the county and, as is the case with most small towns, school activities are often the focus of the community.

Results

Data were analyzed via a series of 2-way ANOVAs. Significant main effects were found with two of the three sub-scales of the ABCC: 'nstructional Management and People Management. (See tables 1 and 2 and figures 1 and 2.) The remaining sub-scale (Behavior Management) did not reach significance. (See table 3 and figure 3.) There was no significant interaction effect.

Table 1

2-WAY ANOVA: Males-Females, Urban-Rural High School Teachers Regarding Instructional Management Sub-Scale of the ABCC Inventory

	Mean	Std Dev	F	p
Main Effects			4.398	.014
Setting			5.721	.018
Rural	43.05	5.31		
Urban	39.86	6.01		
Gender			1.620	.205
Male	42.40	5.30		
Female	39.56	6.16		
2-Way Interaction			3.538	.062

Table 2

2-WAY ANOVA: Males-Females, Urban-Rural High School Teachers Regarding People Management Sub-Scale of the ABCC Inventory

	Mean	Std Dev	F	p
Main Effects			11.778	.000
Setting			22.219	.000
Rural	22.12	3.28		
Urban	24.75	3.35		
Gender			3.962	.048
Male	24.61	3.50		
Female	23.68	3.50		
2-Way Interactions			.626	.430

Table 3

2-WAY ANOVA: Males-Females, Urban-Rural High School Teachers Regarding Behavior Management Sub-Scale of the ABCC Inventory

	Mean	Std Dev	F	p
Main Effects			.506	.604
Setting			.159	.691
Rural	19.87	2.40		
Urban	19.89	2.48		
Gender			.977	.325
Male	20.31	2.26		
Female	19.59	2.55		
2-Way Interactions			2.112	.148

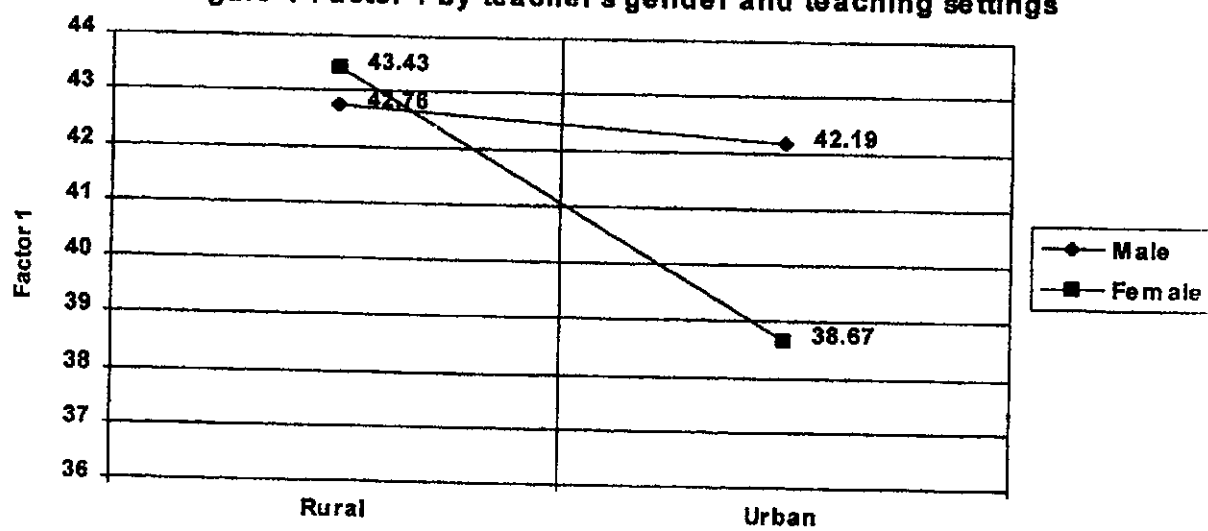Figure 1 Factor 1 by teacher's gender and teaching settings

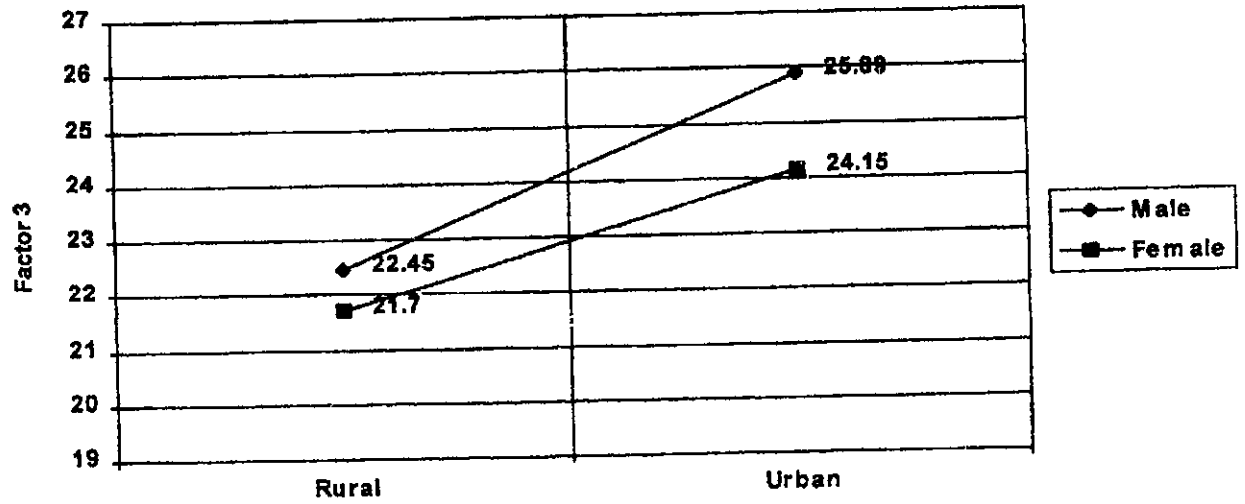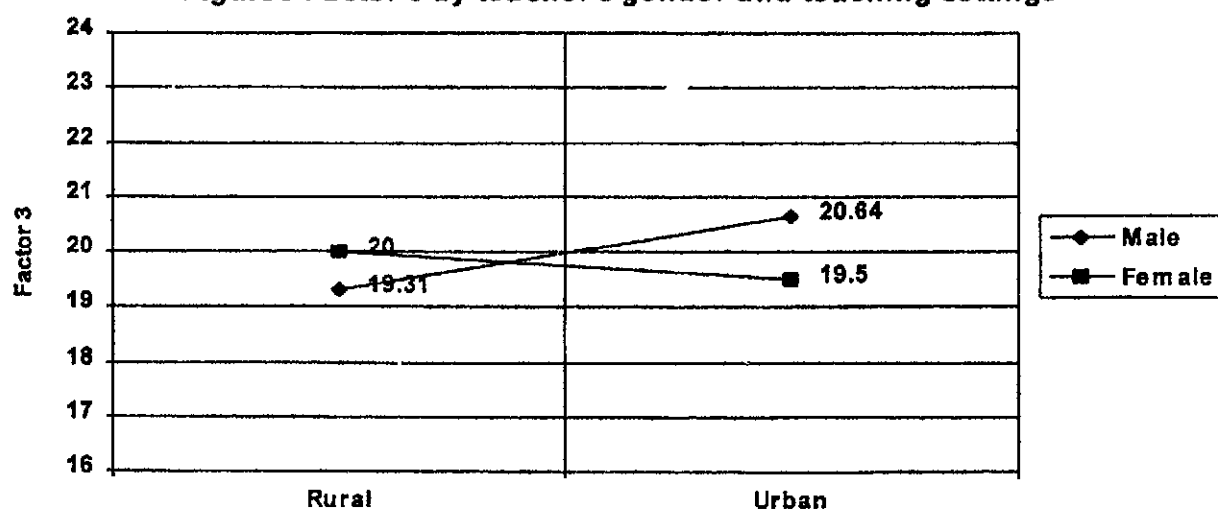Figure2 Factor 2 by teacher's gender and teaching settings

Figure 3 Factor 3 by teacher's gender and teaching settings

To address the second objective of the study, a series of correlations was performed

between each of the selected 16 PF sub-scales and the three ABCC sub-scales. (See Table 4.)

The Instructional Management sub-scale yielded significant positive correlations with sub-scales G

(Rule Consciousness), Q3 (Perfectionism), and E (Dominance); and significant negative

correlations with sub-scales M (Abstractedness) and Q1 (Openness to change). The People

Management sub-scale of the ABCC revealed a significant positive correlation with sub-scale G

(Rule Consciousness). Behavior Management was found to have a significant, positive

relationship with sub-scale Q3 (Perfectionism) as well as a significant, negative relationship with

sub-scale Q1 (Openness to Change).

Table 4

Correlation Coefficients: ABCC Sub-scales With 16 PF Selected Sub-Scales

	Instructional Management	People Management	Behavior Management
Rule Consciousness (G)	r = .2980 p = .001	r = .1707 p = .048	r = .0569 p = .513
Perfectionism (Q3)	r = .4357 p = .000	r = .0639 p = .456	r = .1817 p = .033
Dominance (E)	r = .2870 p = .001	r = -.0487 p = .581	r = -.0264 p = .764
Abstractedness (M)	r = -.2708 p = .001	r = -.1163 p = .170	r = -.0747 p = .381
Openness to Change (Q1)	r = -.2625 p = .003	r = -.1465 p = .096	r = -.1782 p = .043
Impression Managem't. (IM)	r = .0961 p = .264	r = -.1650 p = .051	r = -.0780 p = .362

Summary & Discussion

Within this study, classroom management was defined as a multi-faceted construct that

includes three broad dimensions -- instructional management, people management, and behavior

management. Research efforts to explore the effects of classroom management on instructional

effectiveness and the educational environment are limited by the quality of instruments presently

available to measure the construct. Although there are scales that measure teachers' approaches to

discipline, there is no instrument that addresses the broader concept of classroom management.

Therefore, little has been done regarding the broader concept of classroom management.

This study is a continuation of previous research regarding the nature of classroom management styles (i.e.: Baldwin & Martin, 1994; Martin & Baldwin, 1995, 1994, 1993). The primary objective of this study was to investigate differences between the classroom management style of male and female and urban and rural secondary level educators. A second objective was to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, formerly titled the Inventory of Classroom Management Style (ICMS). To that end, several analyses were performed.

A series of 2-way ANOVAs revealed a significant difference regarding the main effects regarding the setting on both the Instructional Management and People Management sub-scales of the ABCC. Rural high school teachers (M = 43.05) scored significantly higher (more controlling and interventionist) than their urban counterparts (M = 39.86) on the Instructional Management sub-scale (F $_{1, 140}$ = 5.72, p = .018). The Instructional Management sub-scale addresses aspects of classroom management such as monitoring seatwork, structuring daily routines, and allocating materials. These results might be explained by differences in the class size typically found in urban and rural schools. It is possible that rural teachers enjoy smaller class sizes than urban teachers and, therefore, are more able to keep students "under their thumb."

Conversely, urban teachers (M = 24.75) scored significantly more controlling and interventionist than the rural teachers (M = 22.13) on the People Management sub-scale (F $_{1, 143}$ = 27.21, p = .000). This sub-scale pertains to teachers' beliefs about students as persons and what teachers do to enable them to develop. Perhaps because urban teachers are likely to have fewer opportunities to develop relationships with individual students than rural teachers, they are likely to take a more controlling stance regarding this dimension.

The third sub-scale (Behavior Management) did not reach significance (p = .604). This dimension includes providing feedback, commenting on behavior, and giving directions. There appears to be no significant difference between urban and rural high school teachers regarding their approaches to behavior management.

It is interesting to note that no significant differences regarding gender were ascertained on any of the three ABCC Inventory sub-scales. Evidently, the teaching setting is more of a factor than gender in determining one's beliefs regarding classroom management style at the high school level. Analyses reported elsewhere performed with elementary, middle, and high school level educators found males to be significantly more controlling and interventionist on the Instructional Management and Behavior Management dimensions of the ABCC (see Martin & Yin, 1997).

A second objective of the study was to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, formerly titled the Inventory of Classroom Management Style (ICMS). An important step in this process is to determine the relationship between the construct in question and other variables. Five of the six of the chosen factors proved to be significantly correlated with one or more of the three sub-scale scores. Significant correlations were both positive and negative in direction and in keeping with the construct.

The Instructional Management sub-scale yielded a significant negative correlation with 16 PF factor M (Abstractedness) and a significant, positive correlation with sub-scale E (Dominance). This indicates that interventionists could be described as pragmatic and matter-of-fact teachers who may not be able to find solutions to new problems as they present themselves (M). Interventionists also tend to be dominant and outspoken about their wishes even when not requested to voice their opinions (E). As a result, they may be considered pushy by others.

Two of the three ABCC sub-scales (Instructional Management and Behavior Management) yielded significant, negative correlations with 16 PF sub-scales Openness to change (Q1) and significant positive correlations with the Q3 (Perfectionism) scale. This indicates that interventionists prefer conventional ways of perceiving things, are less open to change and are likely to be comfortable in well organized, predictable environments. They generally have "a place for everything with everything in its place" and do not deal well with ambiguity.

Significant positive correlations were determined with factor G (Rule Consciousness) and the Instructional Management and Person Management sub-scales. Teachers scoring more

interventionist on these two sub-scales also tend to be more supportive of traditional cultural customs and beliefs. They are likely to consider themselves as rigorous followers of rules and policies and be seen by others as rigid or self-righteous.

The Impression Management factor was not significantly correlated with any of the three ABCC sub-scales. The IM sub-scale is relatively new to the 16 PF and is basically a social-desirability scale. Of the three ABCC sub-scales, Person Management was the only one that approached significance ($r = -.1650$; $p = .051$).

Construct validity is a complex and on-going process. This study represents a step in the process of establishing the construct of classroom management. Many questions remain unasked and unanswered. Do ethnic and cultural differences exit? What is the "best" style for managing the classroom? Do teacher perceptions of their classroom management style match their behavior in the classroom?

There can be little doubt that teachers encounter a variety of experiences in the classroom. Their beliefs regarding these experiences and the manner in which they approach them work together to create a unique and individual style of classroom management.

A clearer understanding of the facets of classroom management will hopefully facilitate the process of university level instruction of pre-service and experienced teachers. Because of the lack of an empirically derived body of information, a systematic means of measuring these factors seems to be a fruitful one for future study. The Attitudes and Beliefs on Classroom Control Inventory appears to be a timely and useful tool for additional research in this area.

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